

LONGRIDGE PRIMARY SCHOOL IMPROVEMENT PLAN

2023 / 2024



Courage

Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

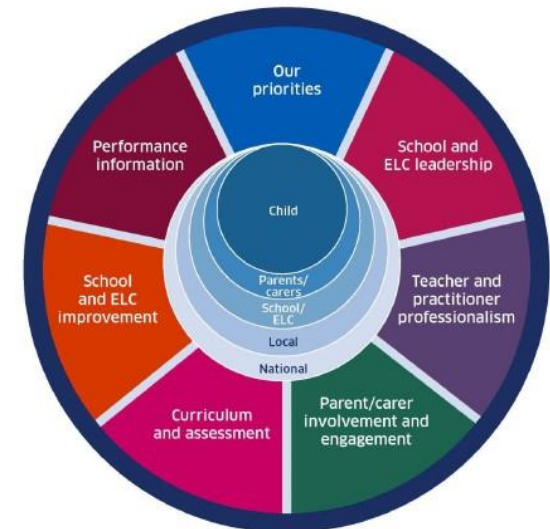
Local Authority Factors

Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council
[Corporate Plan](#)
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity Team and additional allocations, Pedagogy Team

National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality Framework for day care of children
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Realising the Ambition
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS professional standards and professional update 2021
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
UNCRC
Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020



Courage

Relationships

Relevance

Values

Our School Vision

We as a school community are committed to achieving excellence and equity for all learners by delivering a challenging curriculum which offers motivating and high quality learning experiences.



- To have equity and well-being at the centre of the curriculum.
- To promote an early learning culture through play and active learning.
- To promote a growth mind-set fostering the love of challenges, an understanding of mistakes and an ability to persevere.
- To ensure access to quality resources, opportunities, supports and interventions to ensure every child can reach their potential.
- To develop a generation of global and local community focussed resilient and enthusiastic individuals with high aspirations.
- To promote our values across all aspects of school life.



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Relationships

Relevance

Values

The Curriculum: the totality of all that is planned for our learners through curriculum areas and subjects, interdisciplinary learning, ethos & life of the school and opportunities for personal achievement.

7 Principals of Curriculum Design

- challenge and enjoyment
- breadth
- progression
- depth
- personalisation and choice
- coherence
- relevance.

Raising Attainment in Literacy & Numeracy

Working alongside Literacy & Numeracy Pedagogy Officers.
Ensuring consistent approaches, pedagogy and resources in all classes.
Personalised Support.
Targeted interventions.

National Priorities

Closing the Attainment Gap

High quality learning experiences
Equity - maximise the success and achievement for ALL our learners.
Interventions
Opportunities for extra curricular activities and personal achievements.
Nurture.

Improve Employability Skills

Skills for life.
Young STEM leaders.
Woodwork.
Digital Technology.
Experiences that develop skills for the future.
Pupil Leadership roles.
Pupil Participation groups.

Improving Health & Wellbeing

Robust planning to ensure coverage.
Wellbeing indicators.
Pupils self reporting.
One trusted adult approach.
Positive relationships.
Nurturing School.
Restorative Practice.
GIRFEC.
Partnership working.

Experiences & Outcomes

4 contexts of Learning

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

Drivers

Performance Information

Analysis of data.
Effective use of data to drive interventions and improvements.
Tracking & Monitoring.
BIG attainment data.

Assessment of Pupil Progress

Assessment calendar.
PM Benchmarking.
SNASA.
Assessment is for Learning approaches.

School Improvement

Parent Council.
Parental Feedback.
Self Evaluation.
Pupil participation groups.
Pupil leadership roles.
Strategic planning for improvements.

Parental Engagement

Positive relationships.
Parents Evenings.
Termly Curriculum Cafe.
Curricular Evenings.
School Shows, assemblies and performances.

Teacher Professionalism

Leaderships roles.
CLPL opportunities.
Professional engagement.
Collegiate working.
Professional enquiry.

School Leadership

Leaders at all levels.
Strategic planning for improvements/change.
Self evaluation.
Pupil leadership roles.

Children's Rights

A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted.

Agile Learning

We immerse our learners in an environment where they gain the skills, knowledge and adaptability to flourish. There are no boundaries to learning, it can take place indoors, outdoors, online, locally and globally!

Interdisciplinary Learning

Interdisciplinary Learning is planned and led by learners based on their interests and expertise. Play is a central feature to our early years classes.

Longridge Primary School Curriculum Rationale

Courage, Kindness, Perseverance



Respect, Safe, Ready to Learn

Achievements

Success is celebrated with medals, head teacher awards, Hot Chocolate Friday, Vending Machine Book Tokens and Thumbs up.
There are opportunities to take part in extra-curricular clubs with a view to developing a range of personal achievements.
Wider achievements are displayed in our Hall of Fame and can be reported by parents via Forms. Personal Achievements are tracked.

Personalised Support

Targeted interventions in maths, literacy and health and wellbeing are provided. We have strong relationships with partner agencies and plan for multi-agency support through IEP & CPM processes to meet the needs of all our learners.

Ethos

We have a calm, consistent and nurturing environment based upon nurturing principals and positive relationships.



Courage

Relationships

Relevance

Values

Contextual Data Analysis and Rationale for 2022/23 School Improvement Plan

Longridge Primary School is a non-denominational school situated in the village of Longridge. The current roll of the school is 91 pupils within 5 classes and staffing is in accordance with authority guidelines. The 0.5 Head Teacher was appointed in December 2021.

Health and wellbeing underpins everything we do at Longridge Primary School in order for learners to develop the four capacities and the knowledge and understanding and skills they need for emotional, social and physical wellbeing. Last session we revisited our school values with learners, staff and parents and we are now beginning to see these values being embedded in everyday life across our school community. This session we will appoint 'Value Ambassadors' from across the school to champion the school values within the school community. Over the last few years, we also refreshed our curriculum rationale around the national and local drivers and the 4 contexts of learning, with a focus on ensuring the wellbeing of all.

We have continued to develop our literacy curriculum by working in partnership with the Cluster Literacy Pedagogy Officer by developing systematic approaches to teaching literacy across the school. We have also worked collaboratively with other cluster schools to drive improvement in Literacy through planned cluster moderation sessions, online reciprocal reading lessons and modelled reading and writing lessons for staff. This session we will be developing staff confidence in teaching listening and talking and tracking and assessing these skills across the curriculum. We will also be working closely with the Cluster Numeracy Development Officer to develop questioning techniques in classrooms across all stages of the school and also to develop numeracy and maths working walls in every classroom to support learning and teaching.

Learning and teaching, pupil voice, and home-school engagement continue to be core features of the school's improvement work. The school had a positive validation of its work by West Lothian Council in May 2017 and has continued to work with pupils, staff, parents, cluster schools and Education Officers to support quality assurance of work. Collaboration is a key feature in our improvement journey, with a shared head the school staff work closely with our partner school. We have a strong collegial culture within the school and cluster and work together to achieve positive education outcomes for our learners.

Data – Literacy

Our data shows that our attainment in literacy is satisfactory; by the end of P1, P4 and P7 the majority of our learners achieved the expected CfE level relevant to their stage. Further analysis of this data shows that attainment in writing increased in P4 and P7 throughout the 2022/2023 session. Raising attainment in writing will continue to be a main focus across all stages in the school during the 2023-2024 session and team teaching in writing will be used to support this improvement. Reciprocal reading strategies will continue to be embedded across all stages this session and our school Literacy Lead will drive improvement in reading attainment by supporting class teachers to plan and deliver high quality reading lessons in order for our learners to become balanced readers.

Data – Numeracy and Maths

By the end of P1 and P4, the majority of learners achieved the expected CfE level relevant to their stage in Numeracy and Maths. In addition, most P7 learners also achieved the expected CfE level in this curricular area. We will also continue to embed our new maths programme across the school and will work closely with the Cluster Numeracy Officer to develop class teacher's confidence in teaching 'Number Talks' and 'Maths Through Stories'.



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Relationships

Relevance

Values

There is a gender achievement gap across most classes in the school which shows the majority of females out-perform males at the same stage. Moving forward we will investigate this gap further by auditing our environments, resources and books to ensure we are reducing any gender inequality within the school.

Health and Wellbeing

Throughout the school year, most pupils self-reported positively across the health and wellbeing indicators. Supports and interventions are put in place for pupils who are identified through self and teacher reporting.

Early Years Trackers

The Early Learning Centre trackers have identified that listening and talking to be a priority for development in Primary 1.



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Relationships

Relevance

Values

Longridge Primary School - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>Pupils will feel safe, happy and valued at school and will have a trusted adult to support them.</p> <p>Pupils will develop the knowledge and understanding, skills, capabilities and attributes which they need to ensure their mental, emotional, social and physical wellbeing now and in the future.</p> <p>Pupil voice will be at the heart of school improvements.</p> <p>Pupils will learn about, through and for rights.</p>	<input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p>All pupils will learn about the wellbeing indicators and how they relate to their own lives and wellbeing.</p> <p>P6 and P7 pupils to be trained as 'Peer Mediators'.</p> <p>RRS group to create an anti-bullying policy and share with other pupils and the wider school community.</p> <p>Continue to work on UNCRC Silver Action plan and introduce Global Citizenship and link planners to UNCRC articles.</p> <p>Class teachers to continue training in CPI Classroom Culture and introduce the CPI Sanction Cycle into their classrooms.</p> <p>Pupil Participation groups to meet monthly to discuss and plan school improvements.</p> <p>Continue to support staff wellbeing through monthly check in sessions and planned wellbeing sessions</p>	<p>August, 2023 – June, 2024</p>	<p>Most pupils will be able to confidently self-report their wellbeing using the wellbeing indicators.</p> <p>P6 and P7 children will develop their confidence and communication skills by supporting their peers to resolve conflict independently using restorative approaches.</p> <p>The school community will have a good understanding of the school's position on bullying and the measures in place to prevent all forms of bullying.</p> <p>Almost all pupils will take action to uphold their rights and the rights of others, locally and globally.</p> <p>Most pupils will engage with the CPI Sanction Cycle and will develop positive pupil-teacher relationships.</p> <p>Most pupils will be able to confidently express their views and opinions pupils on school improvement priorities.</p> <p>Class teachers will feel supported, be more resilient and have access to internal and external support.</p>
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Pupils will experience high quality learning and teaching experiences in Literacy and Numeracy across the school.</p> <p>Pupils will be able to talk about their progress in their Literacy and Numeracy learning and identify their next steps.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professional <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p>All staff to be trained in PM Oracy with a focus on teaching listening and talking in the classroom and developing confidence to track and assess learners.</p> <p>Working closely with Literacy Pedagogy Officer to embed 'Think-Alouds' and Reciprocal Reading Strategies to ensure learners can talk about these confidently and are able to transfer these skills across the curriculum.</p> <p>The Numeracy Pedagogy Officer will support class teachers to develop skilled questioning techniques and understanding of the process of assessment as generating a range of data, interpreting this and taking action in terms of future teaching. Class teachers and pupil support workers to be trained in using 'Building Fact Fluency' to support children's conceptual understanding of number facts.</p>	<p>August, 2023 – June, 2024</p>	<p>Most pupils across all stages of the school will achieve expected CfE levels in Listening and Talking through well-paced and progressive lessons.</p> <p>Most pupils will be able to confidently talk about the strategies they are using in reading and apply these across the curriculum.</p> <p>Most learners will have increased their metacognitive skills and ability to determine the reasonableness of a solution.</p>



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Relationships

Relevance

Values

		<p>Maths working walls will be introduced in every classroom to support learning and teaching in numeracy and mathematics. ..</p> <p>Class teacher will develop their understanding and confidence of the moderation cycle through the pilot of the 'Moderation Toolkit'.</p>		<p>Most pupils will be able use the maths working wall in their classroom to support their learning.</p> <p>Teacher's confidence will increase in making valid and reliable decisions on learners' progress towards, and achievement of, a level and learners will be at heart of planning.</p>
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Targeted support in Literacy, Numeracy and Health & Wellbeing will be provided to learners and their families who are impacted by poverty.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p><i>'All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's PEF Summary provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions.</i></p> <p><i>Please follow this link () to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p>	<p>August, 2023 – June, 2024</p>	<p>Documented in PEF Plan</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Pupils will develop the skills which prepare them for future career pathways and the world of work.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p>All staff to take part in a Cluster Stem Project and continue to work towards the STEM Nation Award.</p> <p>Pupils at all stages to lead learning in IDL.</p> <p>Every class will plan a block of 6 weeks of 'Forest School' sessions.</p> <p>Continue to plan skills development across the curriculum and further develop the parent profile board.</p> <p>Continue to work towards the Digital School Awards.</p> <p>Work with all stakeholders to refresh our school 'Curriculum Rationale'.</p>	<p>August, 2023 – June, 2024</p>	<p>Almost all learners will use critical thinking skills to solve STEM problems.</p> <p>Most pupils will feel empowered as they are able to guide their learning and choose topics of interest. Increased levels of engagement.</p> <p>Almost all pupils will develop confidence and independence, communication and social skills through outdoor learning in the forest.</p> <p>Almost all pupils can talk about skills for learning, life and work. Learning across the curriculum is supported and extended by parent skills and expertise.</p> <p>Most pupils will be confident in using digital technology across the curriculum to enhance and support their learning.</p> <p>All stakeholders will understand the purpose of our curriculum and will have contributed to a 3 year curriculum development strategic plan.</p>



Courage

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Courage

Relationships

Relevance

Values